

Name:

Partners:

Math Academy I

Date:

Review 8 Version A

[A] Circle whether each answer is true or false. Use a spreadsheet or online documentation to check your answers as needed.

T F 1. Date of enrollment is a ratio variable.

T F 2. $IF(AND(A1>5, A1<10), "cow", "pig") = "cow"$ when $A1 = 9$.

T F 3. if $A1 = 10$ and the rest of column A is blank, $AVERAGE(A1:A5) = 2$.

T F 4. $A1 \& " " \& B1 = "good morning"$ when $A1 = "good"$ and $B1 = "morning"$.

T F 5. A time series plot would be used to compare the attention spans of the two sexes.

T F 6. $=A5*B5*C5$ finds the total cost of A5 items that each cost B5 with a tax rate of C5.

T F 7. A histogram would be used to show how much time students spend on their phones each day.

T F 8. In a graph displaying whether or not students who took honors math score higher on the SAT than those who did not, there should be a dot for each student and no legend.

[B] Choose a research question appropriate for the type of graph stated, predict the results, and graph them on the back of this page.

1. bar graph

[C] As a group, make a spreadsheet to analyze gradebook data. Your score will be based half on the spreadsheet overall and half specifically on part 5.

1. Download the gradebook example data from the bottom of the Academy 1 page.

2. Add a Roster sheet.

a) List every student's name in column A. (After some careful sorting, you can do this by copying a complete list of names from the Data sheet.)

b) Write a function to calculate each student's percent grade in the class in column B.

c) Display each student's letter grade in column C.

3. Change the cells on the Analysis sheet so that they are live functions.

a) Make a dropdown menu with everyone's name.

b) Write formulas in place of each of the percentages so that the appropriate percentages are calculated for the student selected.

4. Add graphs to display the analysis.

a) Make a graph comparing how the selected student did in each category.

b) Make a graph comparing how the selected student did in each chapter.

5. Format the spreadsheet so that it is attractive and easy to navigate.

6. Title the spreadsheet "Review 8 _____", putting your first names in the blanks.

7. Share the spreadsheet with ewyner@scottsvalleyusd.org.

[D] Do the following to organize your group's reviews.

1. Make sure your name and your partners' names are at the top of your review the first day.

2. Staple the reviews in order, all facing the same way. Put the staple in the very top left corner if everyone is finished or if the review is due; otherwise put the staple in the top right corner.

Name:

Math Academy I

Date:

Review 8 Version B

[A] Circle whether each answer is true or false. Use a spreadsheet or online documentation to check your answers as needed.

T F 1. Date of enrollment is a ratio variable.

T F 2. $\text{IF}(\text{AND}(A1>5, A1<10), \text{"cow"}, \text{"pig"}) = \text{"cow"}$ when $A1 = 9$.

T F 3. if $A1 = 10$ and the rest of column A is blank, $\text{AVERAGE}(A1:A5) = 2$.

T F 4. $A1 \& " " \& B1 = \text{"good morning"}$ when $A1 = \text{"good"}$ and $B1 = \text{"morning"}$.

T F 5. A time series plot would be used to compare the attention spans of the two sexes.

T F 6. $=A5 * B5 * C5$ finds the total cost of A5 items that each cost B5 with a tax rate of C5.

T F 7. A histogram would be used to show how much time students spend on their phones each day.

T F 8. In a graph displaying whether or not students who took honors math score higher on the SAT than those who did not, there should be a dot for each student and no legend.

[B] Choose a research question appropriate for the type of graph stated, predict the results, and graph them on the back of this page.

1. scatterplot

[C] As a group, make a spreadsheet to analyze gradebook data. Your score will be based half on the spreadsheet overall and half specifically on part 4.

1. Download the gradebook example data from the bottom of the Academy 1 page.

2. Add a Roster sheet.

a) List every student's name in column A. (After some careful sorting, you can do this by copying a complete list of names from the Data sheet.)

b) Write a function to calculate each student's percent grade in the class in column B.

c) Display each student's letter grade in column C.

3. Change the cells on the Analysis sheet so that they are live functions.

a) Make a dropdown menu with everyone's name.

b) Write formulas in place of each of the percentages so that the appropriate percentages are calculated for the student selected.

4. Add graphs to display the analysis.

a) Make a graph comparing how the selected student did in each category.

b) Make a graph comparing how the selected student did in each chapter.

5. Format the spreadsheet so that it is attractive and easy to navigate.

6. Title the spreadsheet "Review 8 _____", putting your first names in the blanks.

7. Share the spreadsheet with ewyner@scottsvalleyusd.org.

[D] Bonus.

1. In the dropdown menu, add an option of "CLASS" to see the percentages and graphs for the overall class.

Name:

Math Academy I

Date:

Review 8 Version C

[A] Circle whether each answer is true or false. Use a spreadsheet or online documentation to check your answers as needed.

T F 1. Date of enrollment is a ratio variable.

T F 2. $\text{IF}(\text{AND}(A1>5, A1<10), \text{"cow"}, \text{"pig"}) = \text{"cow"}$ when $A1 = 9$.

T F 3. if $A1 = 10$ and the rest of column A is blank, $\text{AVERAGE}(A1:A5) = 2$.

T F 4. $A1 \& " " \& B1 = \text{"good morning"}$ when $A1 = \text{"good"}$ and $B1 = \text{"morning"}$.

T F 5. A time series plot would be used to compare the attention spans of the two sexes.

T F 6. $=A5 * B5 * C5$ finds the total cost of A5 items that each cost B5 with a tax rate of C5.

T F 7. A histogram would be used to show how much time students spend on their phones each day.

T F 8. In a graph displaying whether or not students who took honors math score higher on the SAT than those who did not, there should be a dot for each student and no legend.

[B] Choose a research question appropriate for the type of graph stated, predict the results, and graph them on the back of this page.

1. time series plot

[C] As a group, make a spreadsheet to analyze gradebook data. Your score will be based half on the spreadsheet overall and half specifically on part 2.

1. Download the gradebook example data from the bottom of the Academy 1 page.

2. Add a Roster sheet.

a) List every student's name in column A. (After some careful sorting, you can do this by copying a complete list of names from the Data sheet.)

b) Write a function to calculate each student's percent grade in the class in column B.

c) Display each student's letter grade in column C.

3. Change the cells on the Analysis sheet so that they are live functions.

a) Make a dropdown menu with everyone's name.

b) Write formulas in place of each of the percentages so that the appropriate percentages are calculated for the student selected.

4. Add graphs to display the analysis.

a) Make a graph comparing how the selected student did in each category.

b) Make a graph comparing how the selected student did in each chapter.

5. Format the spreadsheet so that it is attractive and easy to navigate.

6. Title the spreadsheet "Review 8 _____", putting your first names in the blanks.

7. Share the spreadsheet with ewyner@scottsvalleyusd.org.

[D] Bonus.

1. In the dropdown menu, add an option of "CLASS" to see the percentages and graphs for the overall class.

Name:

Math Academy I

Date:

Review 8 Version D

[A] Circle whether each answer is true or false. Use a spreadsheet or online documentation to check your answers as needed.

T F 1. Date of enrollment is a ratio variable.

T F 2. $\text{IF}(\text{AND}(A1>5, A1<10), \text{"cow"}, \text{"pig"}) = \text{"cow"}$ when $A1 = 9$.

T F 3. if $A1 = 10$ and the rest of column A is blank, $\text{AVERAGE}(A1:A5) = 2$.

T F 4. $A1 \& " " \& B1 = \text{"good morning"}$ when $A1 = \text{"good"}$ and $B1 = \text{"morning"}$.

T F 5. A time series plot would be used to compare the attention spans of the two sexes.

T F 6. $=A5 * B5 * C5$ finds the total cost of A5 items that each cost B5 with a tax rate of C5.

T F 7. A histogram would be used to show how much time students spend on their phones each day.

T F 8. In a graph displaying whether or not students who took honors math score higher on the SAT than those who did not, there should be a dot for each student and no legend.

[B] Choose a research question appropriate for the type of graph stated, predict the results, and graph them on the back of this page.

1. histogram

[C] As a group, make a spreadsheet to analyze gradebook data. Your score will be based half on the spreadsheet overall and half specifically on part 3.

1. Download the gradebook example data from the bottom of the Academy 1 page.

2. Add a Roster sheet.

a) List every student's name in column A. (After some careful sorting, you can do this by copying a complete list of names from the Data sheet.)

b) Write a function to calculate each student's percent grade in the class in column B.

c) Display each student's letter grade in column C.

3. Change the cells on the Analysis sheet so that they are live functions.

a) Make a dropdown menu with everyone's name.

b) Write formulas in place of each of the percentages so that the appropriate percentages are calculated for the student selected.

4. Add graphs to display the analysis.

a) Make a graph comparing how the selected student did in each category.

b) Make a graph comparing how the selected student did in each chapter.

5. Format the spreadsheet so that it is attractive and easy to navigate.

6. Title the spreadsheet "Review 8 _____", putting your first names in the blanks.

7. Share the spreadsheet with ewyner@scottsvalleyusd.org.

[D] Bonus.

1. In the dropdown menu, add an option of "CLASS" to see the percentages and graphs for the overall class.